

**Alberta Provincial
Student Learning
Assessment**

**Information
Bulletin
2014–2015**

GRADE

3

Grade 3: Literacy and Numeracy

SLA
Student Learning Assessment

Alberta  Government

This document was written primarily for:

Students	
Teachers	✓ of Grade 3 Literacy and Numeracy
Administrators	✓
Parents	
General Audience	
Others	

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Contents

General Information About Student Learning Assessment (SLA)	1
Purpose Statements for Assessment	1
Structure of Student Learning Assessments	2
Language of Assessments	2
Length of Assessments	2
Format of Assessments	2
Administration of Student Learning Assessments	3
Administration Dates	3
Teacher Dashboard	3
Technical Requirements	3
Learning Supports	3
Ensuring SLA Success	3
Results from the Student Learning Assessments	4
Preparing Students for the Student Learning Assessments	4
How to Access the Student Learning Assessments	4
English Literacy Student Learning Assessment	5
Definition of Literacy	5
Components of Literacy	5
Awareness	5
Knowledge and Understanding	5
Strategies	5
General Description of Literacy Assessment	5
Description of Literacy Questions (Digital Format)	6
Examples of Some Interactive Question Types	6
Question Complexity	8
Low-complexity Questions	8
Moderate-complexity Questions	8
High-complexity Questions	8
Suggestions for Effectively Responding to Digital Questions	9
Draft Blueprint for the Grade 3 Literacy Student Learning Assessment	9
Description of the Literacy Performance Task	10
Structure of the Literacy Performance Task	10
Assessing the Literacy Performance Task	10
Use of Dictionaries	11

English Numeracy Student Learning Assessment ..	12
Definition of Numeracy	12
Components of Numeracy.....	12
Awareness	12
Knowledge and Understanding ..	12
Strategies.....	12
General Description of Numeracy Assessment.....	12
Description of Numeracy Questions (Digital Format).....	13
Examples of Some Interactive Question Types	13
Question Complexity.....	15
Low-complexity Questions.....	15
Moderate-complexity Questions	15
High-complexity Questions	15
Suggestions for Effectively Responding to Digital Questions.....	16
Draft Blueprint for the Grade 3 Numeracy Student Learning Assessment.....	17
Description of the Numeracy Performance Task.....	18
Structure of the Numeracy Performance Task.....	18
Assessing the Numeracy Performance Task	18
Use of Manipulatives, Paper/Pencil and Calculators.....	19
Opportunities to Participate in SLA Development Activities.....	19
Field Testing	19
Working Groups	19
Supporting Documents	20
Literacy and Numeracy Linking Documents.....	20
Literacy and Numeracy Performance Task Descriptors	20
SLA Quick Facts	20
Administrators	20
Teachers	20
Parents.....	20
Contact Information Regarding Technical Support for Administering the SLAs	20
Contacts 2014–15	21

Materials related to the Student Learning Assessments can be found on the Alberta Education website at education.alberta.ca. At the home page, click on the tab **Teachers** then click on the link Assessment Information which is under the Teaching Resources heading. Next, click on the link Student Learning Assessments, and then click on one of the specific links in the information.

Student Learning Assessment administration guidelines are found in the General Information Bulletin.

General Information About Student Learning Assessment (SLA)

The Grade 3 SLAs support student learning by assessing literacy and numeracy. This aligns with the goals of the *Ministerial Order for Student Learning* at <https://inspiring.education.alberta.ca/initiative/ministerial-order-cn-student-learning/>.

The SLAs are specifically designed to fulfill the following purposes:

Purpose Statements for Assessment

Assessment is a process, and the primary purpose of assessment is to improve student learning. To facilitate this, assessment information can be used by:

- a student to be informed about, to reflect upon, and to initiate activities to enhance his or her learning;
- parents to have meaningful conversations with their child and their child's teacher(s); and
- a teacher to assist in meeting the learning needs of a student.

Assessment information is also available to enhance instruction for students. To facilitate this, assessment information can be used by:

- a teacher to be informed about, to reflect upon, and to initiate activities to enhance his or her instruction;
- a principal to strategically support instructional practices and address the organizational needs within the school;
- a school council to give advice about the learning opportunities, resources, and services provided by the school;
- a superintendent to allocate resources appropriately and promote effective instructional practices;
- trustees to create or amend authority policies and to guide their advocacy work; and
- Alberta Education to be informed about the implementation and delivery of curriculum.

Assessment information also assures Albertans that the education system meets the needs of students and achieves the outcomes of the *Ministerial Order on Student Learning*.

Provincial assessment programs, including SLAs, are sources of information that must be interpreted, used, and communicated within the context of regular and continuous assessment by classroom teachers.

The purpose of assessment statements can also be located at <http://education.alberta.ca/departments/ipr/curriculum/student-learning-assessments/purpose.aspx>.

Structure of Student Learning Assessments

The Grade 3 SLA model has been determined in partnership with the Alberta School Boards Association, Alberta School Councils Association, Alberta Teachers' Association, College of Alberta School Superintendents, and Alberta Assessment Consortium.

The four parts of the Grade 3 SLA model are the following:

- a digitally scored literacy assessment
- a literacy performance task
- a digitally scored numeracy assessment
- a numeracy performance task

The SLAs will reference the current Grade 2 provincial programs of study until the implementation of new curriculum through the Curriculum Redesign Initiative.

Language of Assessments

The literacy parts of the SLAs are being developed independently for English, French Immersion, and Francophone students. The numeracy portions are developed in English, and the French versions for French Immersion and Francophone students are translations of the English version. Grade 3 students take the SLAs in the language of their instruction (i.e., Grade 3 Francophone students will take only the assessments written in French).

Length of Assessments

The SLAs are constructed to provide teachers with scheduling flexibility. While none of the Grade 3 SLAs are timed, each part of the SLA is designed to be completed in about 60 minutes.

Parts of the Student Learning Assessment	Suggested Administration Times (Note: There are no time limits on any part of the SLA. They can be administered in several short sessions and on different days.)
Literacy Performance Task	About 60 minutes
Digitally Scored Literacy Assessment	45–60 minutes in total
Numeracy Performance Task	About 60 minutes
Digitally Scored Numeracy Assessment	45–60 minutes in total

Format of Assessments

The two digitally scored parts of the Grade 3 SLAs consist of multiple-choice and numerical-response questions as well as innovative question formats that leverage the digital platform, including responding to short videos, listening activities, drag-and-drop, rearrangement, and highlighting.

The digital assessments are composed of several sets of questions. Each set has 8–15 questions. The sets are designed to be completed separately from each other. This design supports flexible administration of the digital assessments.

The performance tasks are delivered digitally, but students respond through written and/or oral activities. The performance tasks can be completed in about 60 minutes, but there are no time restrictions. Students have experienced the most success with the performance tasks when they have been administered during two or three short sessions.

The performance tasks are assessed and digitally reported by the classroom teacher. The students' written or recorded responses will not be submitted to Alberta Education.

Administration of Student Learning Assessments

Administration Dates

The SLAs are designed to be administered digitally. Students will complete the assessments within an administration period of 10 days, from September 29 through October 10, 2014. This will provide schools with the opportunity to choose the best times to administer the various parts of the SLAs.

It is important to remember that since the assessments are being administered at the beginning of Grade 3, the outcomes that will be assessed come from the previous year's programs of study (i.e., Grade 2).

For a summary of all the significant dates for the SLAs, please refer to the *General Information Bulletin* at <http://education.alberta.ca/departments/ipr/curriculum/student-learning-assessments.aspx>.

Teacher Dashboard

The Teacher Dashboard provides access to all of the information, resources, and documentation necessary for administering the SLAs. All teachers who are administering the Grade 3 Pilot SLA must be registered through the Provincial Authentication System (PAS) in order to have access to the Teacher Dashboard. Detailed information about accessing the Teacher Dashboard is in the Quick Facts for Teachers document, which is located at <http://education.alberta.ca/departments/ipr/curriculum/student-learning-assessments.aspx>.

Technical Requirements

Detailed information about the technical requirements for the administration of the SLAs is located at <http://education.alberta.ca/departments/ipr/curriculum/student-learning-assessments.aspx>.

Learning Supports

Please refer to the *General Information Bulletin* for the directives regarding learning supports for students who may require them.

Ensuring SLA Success

1. Make sure the technical requirements for administering the assessments are in place.
2. Familiarize students with the practice question types located at <https://questaplus.alberta.ca/SLADelivery> and ensure that they know how to use the various interactive elements in the questions.
3. Review the Performance Task Administration Guidelines for Teachers and prepare the required materials. (All of these items are located on the Teacher Dashboard).
4. **Administer the Performance Tasks near the beginning of the 10-day administration period.** This will ensure that there is enough time to assess students' responses and submit the results by October 10.

Results from the Student Learning Assessments

After all the digitally scored Literacy and Numeracy questions have been completed by all of the students in a class, the preliminary results of the digitally scored parts of the SLAs will be available within 24 hours for teachers.

Note: The preliminary results from the digital questions should be interpreted and used cautiously. These initial results are not based on the difficulty or complexity of the questions. They simply communicate which questions students answered correctly or incorrectly. The detailed student reports, which will be available November 12, 2014, contain the most helpful information for supporting individual students in their learning and for planning instruction.

Within one month, parents, teachers, schools, and school authorities will receive detailed, digital reports. These reports will include information that reflects the literacy and numeracy components of Awareness, Knowledge and Understanding, and Strategies. For more information about the literacy and numeracy components and how they link to the current programs of study, see *Supporting Documents* at <http://education.alberta.ca/departments/ipr/curriculum/student-learning-assessments.aspx>.

The digital reports for the Grade 3 SLA are pilot reports. Feedback regarding the content and structure of the reports will be collected. This information will be used to evaluate the effectiveness of these reports and to guide decisions about revisions.

Reporting at the provincial level to the general public will not occur until the Grade 3 SLA has moved out of pilot status and is fully implemented.

Preparing Students for the Student Learning Assessments

The best way to prepare students for the SLAs is to teach the programs of study well and to ensure that students know what is expected. The attitudes, knowledge, skills, and strategies that support assessment are also foundational for many types of learning tasks.

How to Access the Student Learning Assessments

Specific information about how and when the SLAs can be accessed will be communicated to your administrator. SLA information and updates are located at <http://education.alberta.ca/departments/ipr/curriculum/student-learning-assessments.aspx>.

English Literacy Student Learning Assessment

Definition of Literacy

Literacy is acquiring, creating, connecting, and communicating meaning in a wide variety of contexts.

Components of Literacy

Awareness

Awareness is the personal understanding of literacy and of the essential role it plays in everyone's life. Students determine how being literate enables them to create and express meaning. They use their literacy skills to represent what they know, what they are able to do, and what they need to learn.

Knowledge and Understanding

Knowledge and Understanding are the foundational building blocks of essential literacy concepts and skills. Students communicate to define and develop concepts, ideas and understandings. They use their knowledge of structures, rules, and tools of language to communicate meaning. Students use diverse texts and media to develop concepts, ideas, and understandings.

Strategies

Strategies are deliberate actions, procedures, or processes. Students connect and select background knowledge and personal experiences to develop new understandings. They use effective and efficient strategies to acquire knowledge and understandings, to respond to knowledge and understandings, and to generate and share ideas and information.

General Description of Literacy Assessment

The *Grade 3 Literacy Student Learning Assessment* consists of the following:

1. 45 digital questions organized into four separate sets; each set consists of 8–12 questions
2. A performance task composed of four activities

Students may be given short breaks during the digital or performance assessments when it is deemed suitable by the classroom teacher. The assessments may be administered at any time during the 10-day administration period; however, it is highly recommended that the Performance Task be administered near the beginning of the 10-day administration period to ensure that there is enough time for teachers to assess students' responses and submit the results by October 10.

Description of Literacy Questions (Digital Format)

The digital environment supports a variety of interactive question types. The practice questions located at <https://questaplus.alberta.ca/SLADelivery> familiarize students with the digital interactivity of the SLAs. These questions are not examples of the content or complexity of the assessment questions but they are designed to provide students with the opportunity to practice the various interactivities they will encounter as they do the SLAs.

Examples of Some Interactive Question Types

1. Read the information. Complete the sentences by moving the word cards to the correct places.

Use this information to complete the question.

Pip likes to play with his toys. He also likes to run and jump.



Use TWO word cards to correctly complete the sentences.

Pip plays with _____. He likes to run and _____.

run
jump

toys
like

2. Read the information. Choose the TWO words that are the correct answer.

Use this information to complete the question.

When Pip hears someone knocking on the door, he barks and growls.



In the sentence below, choose the TWO words that describe the sounds that Pip makes.

When Pip hears someone knocking on the door, he _____ and _____.

3. Read the information. Move the word cards to the correct place on the chart.

Use this information to complete the question.

When Pip goes for a walk, he sniffs a lot. On his walk, he smells trees and bushes. If Pip meets other dogs, he wants to play with them.



Move the word cards to the correct place on the chart.

Pip's Walk

Pip Sniffs	Pip Smells	Pip Meets

red card
pink card
blue card

- Put the events in the correct order.

Use this information to complete the question.

When Pip wakes up from his nap, he stretches and yawns. He runs to his food dish. Then Pip eats everything in his dish.



Put the events in the correct order.

Order of Events

Pip stretches and yawns.

Pip runs to his food dish.

Pip eats everything in his dish.

Events

Pip stretches and yawns.

Pip runs to his food dish.

Pip eats everything in his dish.

- Move the word cards to label the picture.

Use this information to complete the question.

Pip likes to play with his toys. He sits with his mouth. Pip runs and jumps using his legs and feet. When Pip is happy, he wags his tail.

Use the word cards to correctly name the parts of Pip's body.



mouth

tail

leg

ear

collar

- View the video. Listen to the students. Select the student who answers the question correctly.

Use the information in the video to complete the question.



Listen to each student. Choose the student who answers the question correctly.

In the video, what does the dog like to do?

Student 1: The dog likes to play.

Student 2: The dog likes to sit.

Student 3: The dog likes to run.

The full range of literacy interactive item types is located at <https://questaplus.alberta.ca/SLaDelivery>.

Question Complexity

Each digital question on the Literacy SLA is based on one or more outcomes from the Grade 2 programs of study. As well, each question is designed with a specific level of complexity – low, moderate, or high.*

Low-complexity Questions

Low-complexity questions require students to receive or remember facts or to use simple skills or strategies. Straightforward comprehension is expected at this level. Questions require only a basic understanding of a source (e.g., text, video, audio, etc.) and often consist of verbatim recall or simple understanding of a single word or phrase.

A low-complexity literacy question may require a student to:

- locate a detail
- determine the meaning of a word using information that is given
- determine the answer to a question based on information explicitly stated
- identify a picture that represents an event
- complete a sentence using keywords

Moderate-complexity Questions

Moderate-complexity questions involve some mental processing beyond recalling or reproducing a response; they require both comprehension and subsequent processing of sources or portions of sources (e.g., text, video, audio, etc.). Questions at this level may include words such as *organize*, *sort*, *describe*, *predict*, and *compare*. Literal main ideas are stressed. A moderate-complexity assessment question may also require students to apply some of the skills and concepts that are expected when answering low-complexity questions.

A moderate-complexity literacy question may require a student to:

- use context cues to identify the meaning of unfamiliar words
- predict a logical outcome based on information
- identify and summarize the major events in a narrative
- sort words or information into two or more categories
- determine an appropriate heading or title

High-complexity Questions

Deep understanding becomes more of a focus in high-complexity questions. Students are encouraged to go beyond the source; however, they are still required to show understanding of the ideas in the source (e.g., text, video, audio, etc.). Students may be asked to explain, generalize, or connect ideas. High-complexity questions involve reasoning and planning. Students must be able to support their thinking. Questions may involve abstract concepts, consideration of information across an entire passage, or students' application of prior knowledge.

A high-complexity literacy question may require a student to:

- determine the author's purpose
- summarize information from more than one source (e.g., text and video)
- respond to a question that has multiple answers
- formulate research questions
- plan a written or spoken presentation

*Adapted from Norman L. Webb, Wisconsin Center for Educational Research, *Depth-of-Knowledge Levels for Four Content Areas*, March 28, 2002.

Suggestions for Effectively Responding to Digital Questions

- Look and/or listen to all of the information on the screen and think carefully before answering the questions. The instructions guide students to obtain information from text, videos, audio clips, pictures, photographs, and other representations.
- Listen to the instructions and carefully read the question. Think about what the question is asking.
- Read, watch, or listen to the information as many times as needed.
- Recheck answers to make sure they are complete.
- Choose the **correct** or **best** answer. This supports students in making a choice when they cannot immediately identify the correct answer.

Draft Blueprint for the Grade 3 Literacy Student Learning Assessment

	Digitally Scored Questions	Complexity High Moderate Low			Percentage of Assessment
Awareness Awareness is the personal understanding of literacy and the essential role it plays in everyone's life. Students determine how being literate enables them to create and express meaning. They use their literacy skills to represent what they know, what they are able to do, and what they need to learn.	9	2	3	4	20%
Knowledge and Understanding Knowledge and Understanding are the foundational building blocks of essential literacy concepts and skills. Students communicate to define and develop concepts, ideas, and understandings. They use their knowledge of structures, rules, and tools of language to communicate meaning. Students use diverse texts and media to develop concepts, ideas, and understandings.	18	4	10	4	40%
Strategies Strategies are deliberate actions, procedures, or processes. Students connect and select background knowledge and personal experiences to develop new understandings. They use effective and efficient strategies to acquire knowledge and understandings, to respond to knowledge and understandings, and to generate and share ideas and information.	18	2	7	9	40%
Number of Questions	45				45
Percent of Test	100%				100%

Description of the Literacy Performance Task

The Performance Task is designed to engage students in a variety of activities that measure the three components of literacy: Awareness, Knowledge and Understanding, and Strategies. The activities are based on outcomes in the current Grade 2 programs of study. They are constructed to incorporate thinking, viewing, peer discussions, writing, representing, and personal reflection.

Structure of the Literacy Performance Task

The Performance Task is composed of four activities, which are designed to be completed in about 60 minutes. It is recommended that the Performance Task be administered during several short sessions. Breaks may be taken at any time during the administration of the Performance Task.

- 1. Activity 1: What I Need to Do**

The purpose of this activity is to assess literacy awareness. Students independently communicate what they know and need to do in order to complete the Performance Task.

- 2. Activity 2: Make a Plan**

After viewing a presentation and discussing their ideas as a class and in small groups, students independently plan their compositions.

- 3. Activity 3: The Composition**

Students work independently to create their compositions, which include visual representations.

- 4. Activity 4: Thinking About My Work**

After students have completed their compositions, they independently reflect on their work.

The details for administering the Literacy Performance Task are in the *Performance Task Administration Guidelines for Teachers*, which is located on the Teacher Dashboard.

Assessing the Literacy Performance Task

The purpose of the Literacy Performance Task is to find out what students are able to do **independently** in order to identify their individual strengths as well as areas for improvement. The Performance Task will be assessed only at the local level.

Classroom teachers are expected to assess their students' Literacy Performance Task and digitally submit results for each student to Alberta Education through the Teacher Dashboard. The students' Performance Tasks are kept at the school for reference during teacher, student, and parent conversations.

When assessing the Literacy Performance Task, teachers will use the:

1. Literacy Performance Task Descriptors (See [Supporting Documents](#) for sample)
2. Literacy Performance Task Exemplars
3. *Individual Performance Task Assessment Forms*
 - to be submitted to Alberta Education through the Teacher Dashboard

All of these materials will be digitally available through the Teacher Dashboard during the SLA administration period (September 29–October 10, 2014)

Use of Dictionaries

The purpose of the Student Learning Assessments is to determine what students can do **independently**. This will support the teacher in designing instruction to meet individual strengths and areas requiring improvement. To ensure this purpose can be fulfilled, students are not allowed to use published or personal dictionaries during the Performance Task.

English Numeracy Student Learning Assessment

Definition of Numeracy

Numeracy is the confidence and habits of mind to engage with, critically assess, reflect upon, and apply quantitative and spatial information when making judgments and decisions or taking actions in all aspects of daily living.

Components of Numeracy

Awareness

Awareness is the personal understanding of numeracy and the essential role it plays in everyone's life. Students determine how being numerate enables them to create and express meaning. They use their numeracy skills to represent what they know, what they are able to do, and what they need to learn.

Knowledge and Understanding

Knowledge and Understanding are the foundational building blocks of essential numeracy concepts and skills. Students create and communicate representations to define and develop concepts, ideas, and understandings. They use their knowledge of quantitative and spatial concepts to construct and create meaning.

Strategies

Strategies are deliberate actions, procedures, or processes. Students connect and select background knowledge and personal experiences to develop new understandings. They use effective and efficient mental calculations and estimation strategies to manage ideas and information. Students use effective and efficient problem-solving strategies to acquire knowledge and communicate understandings. They analyze and evaluate information critically to draw conclusions and make decisions.

General Description of Numeracy Assessment

The Grade 3 Numeracy Student Learning Assessment consists of the following:

1. 40 digital questions organized into four separate sets; each set consists of 8–12 questions
2. A performance task composed of five activities

Students may be given short breaks during the digital or performance assessments when it is deemed suitable by the classroom teacher. The assessments may be administered at any time during the 10-day administration period; however, it is highly recommended that the Performance Task be administered near the beginning of the 10-day administration period to ensure that there is enough time for teachers to assess students' responses and submit the results by October 10.

Description of Numeracy Questions (Digital Format)

The digital environment supports a variety of interactive question types. The practice questions located at <https://questaplus.alberta.ca/SLaDelivery> familiarize students with the digital interactivity of the SLAs. These questions are not examples of the content or complexity of the assessment questions, but they are designed to provide students with the opportunity to practise the various interactivities they will encounter as they do the SLAs.

Students can choose to read and/or listen to all of the text in the numeracy assessment.

Examples of Some Interactive Question Types

1. View and listen to video. Select four correct answers.

Use the information from the video to complete the question.



From the list, choose 4 supplies a dog needs.

- ☐ Dish for food and water
- ☐ Bowls about dog's
- ☐ Combs
- ☐ Dog collar
- ☐ Dog crate
- ☐ Dog food
- ☐ Flea bed
- ☐ Shampoo

2. Drag and drop pictures to create a chart. Answer a question about the chart.

Drag the dog food into the correct column on the right side of the screen to help answer the question.

Choose the item in the bottom of the chart to answer the question.

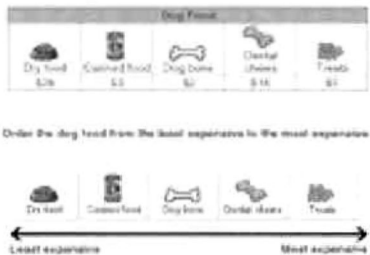
Drag Food at the Pet Store

The food the pet store has the most of is



3. Put pictures in sequence to answer the question.

Order the dog food from the least expensive to the most expensive.



4. Use information from a chart to answer a question.

Use the hundred chart to help answer the question.

Click on the box. Use the number pad to enter your answer.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Dog Food

Dog food	\$15
Canine food	\$15
Dog bones	\$10
Canine treats	\$15
Treats	\$10

The total cost of a can of dog food, 10 canine bones, and treats is \$.

5. Answer a multiple-choice question.

The mass of the second lightest dog is

28 kg
17 kg
12 kg
9 kg
7 kg

6. Move the picture to the correct place on the chart.

Drag the dogs to help answer the question.

Choose the best size of crate for each dog according to its mass.

Crates Size According to the Mass of the Dog

Dog	Crate Size	Approximate Mass of the Dog
		5 - 10 kg
		10 - 15 kg
		16 - 25 kg
		26 - 30 kg

The full range of numeracy interactive item types is located at <https://questao.us.alberta.ca/SlaDelivery>.

Question Complexity

Each digital question on the Numeracy SLA is based on one or more outcomes from the Grade 2 programs of study. As well, each question is designed with a specific level of complexity – low, moderate, or high.*

Low-complexity Questions

Low-complexity questions typically require students to recall and/or recognize basic numeracy concepts and procedures. Students are not expected to come up with original methods for finding a particular solution.

A low-complexity numeracy question may require a student to:

- recall or recognize a fact, term, or definition
- identify an example of a concept
- perform a specified procedure (e.g., adding or subtracting)
- determine an unknown number in an equation or number expression
- solve a one-step or simple two-step word problem
- draw or measure a simple 2-D shape or 3-D object
- retrieve information from a graph, table, or figure

Moderate-complexity Questions

Moderate-complexity questions typically involve more flexibility of thinking than those in the low-complexity category. They require a response that goes beyond the habitual and may involve more than a single step. Students are expected to decide what to do, to use reasoning and problem-solving strategies, and to bring together their skills and knowledge to find a solution.

A moderate-complexity numeracy question may require a student to:

- solve a word problem requiring multiple steps
- compare patterns, data, or equations
- provide justification for a solution process
- interpret a concrete, pictorial, or symbolic representation
- retrieve information from a graph and use it when solving a multi-step problem
- formulate a generalization about one or more objects or patterns

High-complexity Questions

High-complexity questions typically require students to engage in more abstract reasoning, planning, analysis, judgment, and creative thought.

A high-complexity numeracy question may require a student to:

- perform a procedure which has multiple steps and multiple decision points
- analyze similarities and differences between procedures and concepts
- formulate an original problem
- solve a problem in more than one way
- explain and justify a solution to a problem
- describe, compare, and contrast solution processes
- provide a numerical justification

*Adapted from Norman L. Webb, Wisconsin Center for Educational Research, *Depth-of-Knowledge Levels for Four Content Areas*, March 28, 2002.

Suggestions for Effectively Responding to Digital Questions

- Look and/or listen to all of the information on the screen and think carefully before answering the questions. The instructions will guide students to obtain information from numbers, words, signs, charts, pictures, graphs, or maps.
- While viewing all of the information on the screen, remember the question that needs to be answered. This will help students to focus on what is being asked of them.
- Use paper, pencil, and manipulatives when solving the problem. This will support students in using a variety of strategies to help them solve the problems.
- Re-check calculations, even when the answer found is one of the alternatives. This will help students choose the correct answer rather than selecting an answer that represents a common misunderstanding.
- Choose the **correct** or **best** answer. This supports students in making a choice when they cannot immediately identify the correct answer.

Draft Blueprint for the Grade 3 Numeracy Student Learning Assessment

	Digitally Scored Questions	Complexity High Moderate Low			Percentage of Assessment
Awareness Awareness is the personal understanding of numeracy and the essential role it plays in everyone's life. Students determine how being numerate enables them to create and express meaning. They use their numeracy skills to represent what they know, what they are able to do, and what they need to learn.	6	2	2	2	15%
Knowledge and Understanding Knowledge and Understanding are the foundational building blocks of essential numeracy concepts and skills. Students create and communicate representations to define and develop concepts, ideas, and understandings. They use their knowledge of quantitative and spatial concepts to construct and create meaning.	12	4	5	3	30%
Strategies Strategies are deliberate actions, procedures, or processes. Students connect and select background knowledge and personal experiences to develop new understandings. They use effective and efficient mental calculations and estimation strategies to manage ideas and information. Students use effective and efficient problem-solving strategies to acquire knowledge and communicate understandings. They analyze and evaluate information critically to draw conclusions and make decisions.	22	4	10	8	55%
Number of Questions	40				40
Percent of Test	100%	100%			100%

Description of the Numeracy Performance Task

The Performance Task is designed to engage students in a variety of activities that measure the three components of numeracy: Awareness, Knowledge and Understanding, and Strategies. The activities are based on outcomes in the current Grade 2 programs of study. They are constructed to reflect knowledge representations, cognitive skill processes, and intrapersonal skills.

Structure of the Numeracy Performance Task

The Performance Task is composed of five activities and personal reflections, which are designed to be completed in about 60 minutes. A break may be taken between Activity 1 and the remaining four activities.

- 1. Activity 1: Checking for Awareness**

After the teacher distributes the activity, students look at the given scenario and **independently** generate and record a decision or problem based on the scenario. Students return this portion (activity and Measuring Success) to the teacher before they begin the next activity.

- 2. Activity 2: Organizing Information**

Students use the given scenario and problem to organize the information that is provided. For each activity, students **independently** reflect on their work by completing Measuring Success.

- 3. Activity 3: Problem Solving Part A**

Students work **independently** to solve the problem and explain their thinking.

- 4. Activity 4: Problem Solving Part B**

Students work independently to solve the new problem and explain their thinking.

- 5. Activity 5: Extension of the Activity**

Students work **independently** to share their thinking about other decisions or problems that could be created with the given scenario or other skills that still need to be learned.

The details for administering the Literacy Performance Task are in the *Performance Task Administration Guidelines for Teachers*, which is located on the Teacher Dashboard.

Assessing the Numeracy Performance Task

The purpose of the Numeracy Performance Task is to find out what students are able to do **independently** in order to identify their individual strengths as well as areas for improvement. The Performance Task will **only** be assessed at the local level.

Classroom teachers are expected to assess their students' Numeracy Performance Task and digitally submit results for each student to Alberta Education through the Teacher Dashboard. The students' Performance Tasks are kept at the school for reference during teacher, student, and parent conversations.

When assessing the Numeracy Performance Tasks, teachers will use the:

1. Numeracy Performance Task Descriptors (See [Supporting Documents](#) for sample)
2. Numeracy Performance Task Exemplars
3. *Individual Performance Task Assessment Forms*
– to be submitted to Alberta Education through the Teacher Dashboard

All of these materials will be digitally available through the Teacher Dashboard during the SLA administration period (September 29–October 10, 2014).

Use of Manipulatives, Paper/Pencil, and Calculators

Students are encouraged to use manipulative materials when writing the Grade 3 Numeracy Student Learning Assessment. They should also have access to paper and a pencil that they can use during the digital assessment.

In keeping with the intent and specific outcomes in the curriculum, students shall not use calculators at any time when writing the Grade 3 Numeracy Student Learning Assessment.

Opportunities to Participate in SLA Development Activities

Field Testing

Field testing is an important component in the development process as test questions are administered to determine their difficulty level and their appropriateness for use on the SLA. As well, teachers are able to provide comments about potential questions, thereby contributing to the development of fair, valid, and reliable assessments.

Through the use of a new online field test request system, teachers can now create and modify field test requests and check the status of these requests. Information regarding the field test process and the request system is available at <http://www.education.alberta.ca/admin/testing/forms.aspx>.

Once the completed requests are received by the Assessment Sector, classes will be selected to ensure that a representative and sufficiently large sample of students from across the province take part in the field test. Every effort will be made to place field tests as requested; however, because field tests are administered to a prescribed number of students, it may not be possible to fill all requests.

For further information about SLA field testing, see the Field Testing section of the *General Information Bulletin* at <http://education.alberta.ca/department/ipr/curriculum/student-learning-assessments.aspx>.

SLA field tests will be administered in the fall of 2014 with Grade 3 students and in the spring of 2015 with Grade 2 students.

Working Groups

Teacher involvement in the development and review of Student Learning Assessments is important because it helps to ensure the validity and appropriateness of the assessments.

To be selected to participate in a working group, a teacher must be nominated by a school administrator or superintendent, and that nomination must be approved by the superintendent. To ensure that selected working-group members have appropriate subject matter training and teaching experience, nominees are asked to provide this information to their school administrator so that it can be forwarded to the Assessment Sector at Alberta Education through the superintendent.

To be eligible to serve on a Student Learning Assessment working group, a teacher must currently be teaching Kindergarten to Grade 4 and must have a minimum of two years' teaching experience.

Detailed information about how to become involved in working groups is located in the *General Information Bulletin* at <http://education.alberta.ca/department/ipr/curriculum/student-learning-assessments.aspx>.

Supporting Documents

Literacy and Numeracy Linking Documents

The Literacy and Numeracy Linking Documents demonstrate how the outcomes in the current Grade 2 programs of study are linked to the three components of Literacy and Numeracy (Awareness, Knowledge and Understanding, and Strategies). They also illustrate how these outcomes are evident across all of the current programs of study. The Literacy and the Numeracy Linking Documents are located at <http://education.alberta.ca/department/ipr/curriculum/student-learning-assessments.aspx>.

Illustrative examples that can be used in conversations with parents to demonstrate the links between the current programs of study and the components of Literacy and Numeracy are located at <http://education.alberta.ca/department/ipr/curriculum/student-learning-assessments.aspx>.

Literacy and Numeracy Performance Task Descriptors

Samples of the Performance Task Descriptors for Literacy and Numeracy are located at <http://education.alberta.ca/department/ipr/curriculum/student-learning-assessments.aspx>. The Performance Task Descriptors and Student Exemplars will also be available on the Teacher Dashboard. These materials will be used by the classroom teacher to assess their students' Performance Tasks.

SLA Quick Facts

Administrators

A concise list of what school administrators need to do in preparation for the administration of the Pilot SLA is located at <http://education.alberta.ca/department/ipr/curriculum/student-learning-assessments.aspx>.

Teachers

A concise list of what Grade 3 teachers need to do in preparation for the administration of the Pilot SLA is located at <http://education.alberta.ca/department/ipr/curriculum/student-learning-assessments.aspx>.

Parents

Information about the SLAs for teachers to send to parents before the Pilot SLA is administered is located at <http://education.alberta.ca/department/ipr/curriculum/student-learning-assessments.aspx>.

Contact Information Regarding Technical Support for Administering the SLAs

Telephone: 780-427-5318
Toll-free within Alberta: 310-0000
Email: cshelpdesk@gov.ab.ca
Office Hours:
Monday thru Friday, 8:15 a.m. to 4:30 p.m.
The office is open during the lunch hour.

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